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A sociometric analysis of the Pierce elementary School

A SOCIOMETRIC ANALYSIS OF THE PIERCE ELEMENTARY SCHOOL

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Helen Katherine Connor

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First Reader: Dr. W. Linwood Chase, Prof. of Ed.

Second Reader: Dr. Helen A. Murphy, Asst. Prof.of Ed.

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CHAPTER I

INTRODUCTION

It is the consensus of educators that emotional security and satisfying social relationships during childhood contribute materially to the development of effective, mature citizens. School and home share the responsibility of nurturing in the child feelings and attitudes which will prove conducive to harmonious living among his fellowmen. The public school is not fulfilling its obligation to produce stable and competent men and women unless some effort is being made to provide every child an opportunity for growth in social achievement. It must refute Emerson's contention that:

> .....we do not provide for the greatest good in life. We take care of our health; we lay up money; we make our roof tight, and our clothing sufficient; but who provides wisely that he shall not be wanting in the best property of all,--friends? 1

The purpose of this study was to analyze the social structure of the seven classes in the Pierce Elementary School. The writer hoped to determine the nature and extent of any problem of social acceptability which might be revealed.

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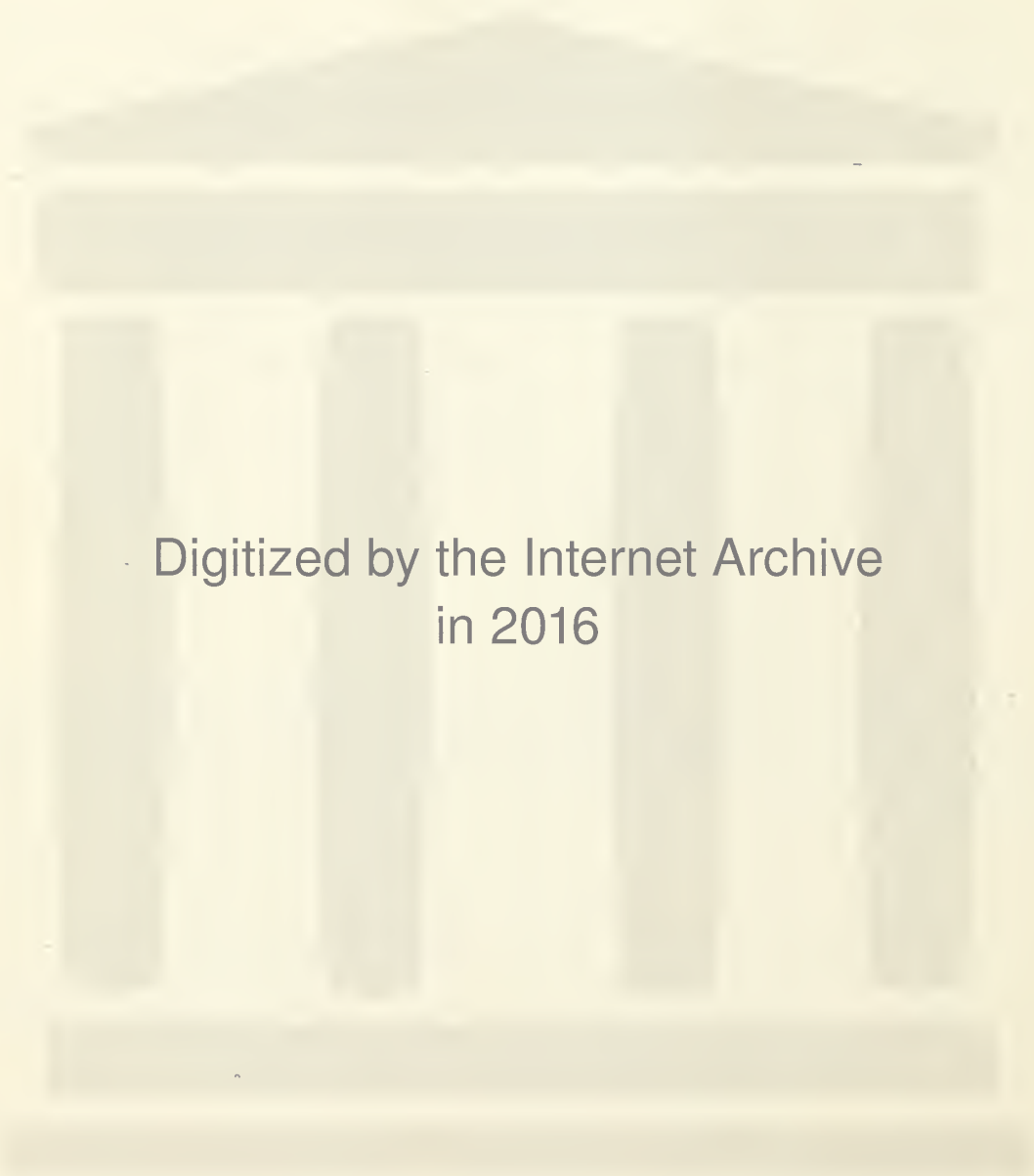
1 Ralph Waldo Emerson, The Conduct of Life, Vol. VI, Emerson's Complete Works. Boston; Houghton, Mifflin and Co., 1887, p. 259



CHAPTER II

REVIEW OF THE LITERATURE

Totality in child development presupposes social growth and maturation as a component of education. It requires training in establishing satisfying societal relationships to the end that each individual member of society may share, as far as native endowment permits, in propagating the democratic way of life. The ability to form and maintain friendships ranks equally in vital importance with the ability to attain high standards of achievement in academic or physical areas. Indeed, fraternity,--friendship--, is given paramount significance by numerous students of human relations who recognize the need for developing its power in individuals and social groups. In line with this thought, Mahoney states:

> For fraternity is the motivating drive that urges free men to eliminate inequalities in the national and international field. Lacking this motivation, they will show little disposition to line up with those who keenly realize that democracy is never a thing done. 1

More frequently than not, fraternity has been obscured by its more popularized companions in the famous triad of democracy's ideals. There is apparent, however, in current literature a tendency to awaken the public interest to a fuller appreciation

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1 John J. Mahoney, For Us the Living (An Approach to Civic Education) New York and London: Harper and Brothers, 1945, p. 88.

of the integration of liberty, equality, and fraternity as a cornerstone of a truly democratic state. Lindeman establishes this point when he says:

> The three slogans of the French Revolution, from which event so many of the values of American Democracy were derived, were Liberty, Equality, and Fraternity. Of these three, it is the last-named which has suffered neglect, while the first two have been given exaggerated importance. It begins to appear, however, that neither the first (liberty) nor the second (equality) can have any qualitative meaning unless both rest on the third, namely fraternity or friendship. The French Encyclopedists who laid the foundations for this new doctrine, may not have entertained the notion of the indivisibility of these three rights and privileges, but it has transpired that it is so. Without equality, liberty becomes a form of dissociation. And without fraternity, equality is no more than a cold and mechanical achievement. 2

Mahoney, too, believes that:

> Democracy means liberty, equality, and fraternity. Occasionally you will find a social scientist who emphasizes the compelling significance of this third ideal. As a general rule, however, they interpret democracy in terms of liberty and equality; and fraternity is yielded only passing attention. They tend to overlook the importance of this ideal as a determinant of societal behavior. Not so the religious leaders. These latter tell us that democracy, more than a form of government, is indeed a way of living together. 3

Sheen reiterates the thought:

> A true social order can be built only on the basis of fraternity; namely, one inspired not by profit motive, which is Capitalism; not by the political motive which is Fascism; not by the violence motive which is Communism, but by the love motive which is Christianity. Start with fraternity

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2 Eduard C. Lindeman, "Democracy and the Friendship Pattern," Adult Education Journal, 3:27-30, January, 1944, p. 27.

3 John J. Mahoney, For Us the Living (An Approach to Civic Education) New York and London: Harper and Brothers, 1945, pp. 88-89.

> which means that all men are brothers under the Fatherhood of God, that all must function for the common good of society and for the peace of the world, and liberty and equality will follow. 4

Lindeman[5] observes that our present mode of living is less conducive to fraternal development than was the way of life experienced by our grandparents. Their era produced close and permanent friendships which evolved from the small groups in which people lived most of their days. Small groups he defines as being autonomous, without specific purpose, and with no immediate end to be gained; these groups exist because "the separate members like each other and are capable of sharing experiences in such manner as to create deep and lasting satisfactions." 6 The author questions whether democracy can flourish without sma ll groups of the friendship variety. In contrast, he describes the functional groups characteristic of our day, (trade unions, chambers of commerce, etc.), as being arbitrarily organized and primarily to reach a definite goal. Cohesion within these groups is maintained, not because of a warm, abiding feeling of fraternity, but for the sole purpose of attaining selfish ends. "Our functional groups coerce us but do not thereby elicit true loyalty." 7

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4 Fulton J. Sheen, Liberty, Equality, and Fraternity, New York: The MacMillan Co., 1938, p. 83.

5 Lindeman, op. cit., pp. 27-28.

6 Ibid., p. 28

7 Ibid., p. 29

The makers of educational policies have for quite some time been concerned with fitting the child into a group consistent with his physical and mental needs and abilities. It is within comparatively recent years, however, that although the need was recognized, anything was done to measure the social achievement of the child and to make provision accordingly for growth in this area. The teacher of the elementary grades is being increasingly made aware of the tremendous challenge this problem presents. For, according to Carr:

> The responsibilities of education for peace and goodwill fall heavily on the elementary school. Of all the levels of the educational system, the elementary school receives the individual least biased by racial, national, social, economic, and religious prejudices.
>
> Here he lives with others on the basis of their worth as individuals. What he experiences as he progresses thru the elementary-school years determines to a great extent the attitudes he will have as an adult, for during these years he is most impressionable. The elementary school must so guide him that he will gain experiences thru which he can know the dignity of man. 8

Perhaps the greatest difficulty the teacher encounters in attempting to cope with this situation lies in the fact that children do not always react to others as adults think they should. Every experienced teacher knows how skillfully a child can mask his real feelings. Tuddenham notes:

> The attitudes of children toward each other and toward themselves are largely inaccessible to adults. Teachers seldom have time to consider carefully the friendships and animosities, the social prestige and social aspirations

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8 William G. Carr, "Potentially Rich Territory," Learning Goodwill in the Elementary School, Twenty-Fifth Yearbook The National Elementary Principal, Vol. XXVI, No. 1, p. 272.

of the individual child. Even were one freed from the usual teaching load, one would inevitably observe with a teacher's eyes, and many of the most revealing bits of social exchange are saved for moments when the teacher's eyes are safely focused elsewhere. 9

Elliot makes a similar observation and urges the desirability of the use of special techniques by the classroom teacher in studying the social status of individual children:

> .....in actual classroom practice, much of social development, and social adjustment is left to chance. In general, teachers do not know a great deal about the social interplay in their classrooms, the individual child's reputation among his peers, the factors which determine prestige, the patterns of friendships, the social aspirations. Recent researches in these areas have been very enlightening but neither the results nor the research techniques have been widely applied to the practical school situation.
>
> More attention should be given to the problems of placing in the hands of teachers the very best techniques for studying the children in their classrooms. Especially in the important field of social relationships are such techniques needed. 10

Wrightstone and Meister approve the use of new techniques in developing wholesome attitudes of fraternity in the classroom:

> In instructional practices also, the personal and social relationships among children in a class or school group are increasingly recognized as important factors in the educative process. It is not sufficient to minister only to the intellectual and academic needs of the pupils; education must improve steadily the quality of human relations among pupils. The sociometric techniques devised by Lewin[11] and others are providing ways and means of measuring and of guiding the social life of the pupils in a class or school in

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9 Read D. Tuddenham, "Belonging in a Group", Educational Leadership, 1:201-5, January, 1944, p. 201

10 Merle H. Elliot, "Patterns of Friendship in the Classroom" Progressive Education, 18:383-390 November, 1941, p. 383

11 Kurt Lewin, "Dynamics of Group Action", Educational Leadership, 1:195-200, January, 1944

> order that enduring social growth and development may be effectively realized as a component of all learning activities. 12

Jacob L. Moreno, M. D., psychodramatist, sociometrist, and founder of "Sociometry", a journal devoted to the study of interpersonal relations, has devised perhaps the most widely adapted technique for measuring the social reputations of individuals. The sociometric test was successfully used by Moreno in his study of the organization of Public School 181, Brooklyn, New York., and, more extensively, in his study of a whole community known as the New York State Training School for Girls at Hudson, New York. By means of the test Moreno was able to determine the underlying social structure of the groups and to make recommendations for reorganization. Jennings speaks thus of the test:

> The sociometric test allows the individual to become an agent in his own behalf, to give his personal feeling for others in the form of choices for functioning with them within the group of which he and they are members. In this regard, he acts to remake the collective of which he is a part. Thus to the subjects, the test is not a "test" at all. 13

Again, from Jennings:

> The form of the sociometric test as applied up to the present has had three characteristics:
> 1. A specific number of choices is allowed varying according to the size of the groups tested.

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12 J. Wayne Wrightstone and Morris Meister, Looking Ahead in Education, Boston: Ginn and Co., 1945, p. 23

13 Helen Hall Jennings, Leadership and Isolation, A Study of Personality in Inter-Personal Relations, New York: Longmans, Green and Co., 1943, p. 10

2. A specific criterion for choice is used varying with the functional activity of the group.
3. Different levels of preference are designated for each choice (1st, 2nd, etc.) 14

Moreno[15] concluded that every group in human society is based upon a patterning of social atoms into coteries and psychosocial networks. He explains it thus:

> Each human being needs other human beings to help him accomplish his ends. In respect to these ends--called criteria by sociometrists--he chooses as collaborators the individuals who attract him. Those who do not, he rejects. Likewise, other human beings choose or reject him as a collaborator. The sum total of relationships created by the feelings of like or dislike thus projected toward a human being by others and the relationships he establishes by virtue of the feelings of like or dislike which he projects toward them make up what sociometrists call his social atom. This is the smallest constellation of psychological relations that we can comprehend. 16

> When the social atoms of any number of individuals who have face-to-face contacts within a specific geographic environment--a community, a school, a factory, an institution--are charted by sociometric methods, a variety of different patterns of relationships emerges. Feelings of attration among individuals show up as pairs, triangles, circles, chains, stars, squares, etc. Feelings of repulsion form similar patterns. These patterns are the group formations or coteries within the given environment. 17

The sociometric terms described above and the sociometric test as an instrument of measurement can be reduced to practical application and made to serve as valuable aids to the

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14 Ibid., p. 18

15 Jacob L. Moreno, "The Sociometric View of the Community", Journal Educational Sociology, 19:540-5, May, 1946

16 Ibid., p. 542

17 Ibid., p. 542

teacher in the organization of a class for maximum efficiency. Moreno found a definite justification for sociometric testing in the classroom:

> Our public school classes are at present formed according to chronological age, mental age, scholastic progress, or, occasionally, according to a combination of these. The sociometric position of the pupil within the school and within the groups in which he moves is neglected. A grouping of individuals may not become desirable as a social grouping although the members have studied or worked or lived together for a time, or although they appear to have a similar intelligence level, are of the same religious or nationality affiliations and so on. The subjects themselves, in this case, the pupils, have attitudes towards one another which are crucial for them and for the social grouping. Their own feelings have to be considered in the forming of social groupings to which they must belong. And this leads, when systematically carried out, to sociometric testing.
>
> If the sociometric test is performed on a large scale and the findings studied in relation to behavior, our knowledge of the more desirable organization for children at various age levels will become more accurate. At the end of the school term the sociometric test can reveal what organization the pupils within the classes have developed. Certain patterns of organization discovered through conticuous sociometric testing may indicate undesirable prognosis for the future development of a group or of certain individuals within it notwithstanding that the scholastic progress of each individual and his conduct is satisfactory. It can be predicted that the study opens a way to the recognition of delinquency in its initial stage and provides a scientific method of diagnosing its predisposing causes and of developing preventive measures. 18

Adaptations of Moreno's technique have been made by others interested in the field of human relations at the elementary school level. The criteria found most reliable for choosing associates by children at this age are seating proximity and work and play activities. Hence, a similarity in the questions

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18 Jacob L. Moreno, Who Shall Survive? A New Approach to the Problem of Human Interrelations, Nervous and Mental Disease Monographs, Series No. 58, Washington D. C.: Nervous and Mental Disease Publishing Co., 1934, p. 56-57

used in the tests given by various people is unavoidable. The children being tested are usually asked to name the pupils next to whom they would like best to sit or with whom they enjoy doing things. Graphs and charts made after the results of the tests have been tabulated reveal helpful pictures of the social groupings in the class. The sociogram, often in the form of concentric circles with the pupils represented by numbers spread over the area, gives visible knowledge of the position of the individual members of the class in relation to others in the group. Flotow,[19] reporting on a sociometric test given to 135 pupils in grades four to eight, found that the sociogram indicated "that the personal influence of a member of the class must be measured by the number of social choices plus the number of mutual relationships and not by social choices alone." From this study, too, the author determined that children who show capability in one or more activities and those who possess desirable character traits tend to achieve high social status scores.

Kerstetter and Sargent,[20] using a seating criterion, made sociometric tests of a fifth-grade class of boys some of whom had become problems in delinquency. Better social adjustment of these boys was noted when new groups were formed in the class by

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19 Ernest A. Flotow, "Charting Social Relationships of School Children", Elementary School Journal, 46:498-504, May, 1946,

20 Leona M. Kerstetter and Joseph Sargent, "Re-assignment Therapy in the Classroom", Sociometry 3:293-306, July 1940

changing seats and by dividing the class into committees for study.

Johnson[21] working with two groups of fourteen year old boys in an effort to change the social structure of the groups so that the isolates and other members of the groups might be drawn to-gether, found that this end could best be accomplished by having the group leader take the responsibility of working the isolate into acceptance by the others.

Race and sex cleavages in groups may also be revealed by the use of sociometric testing. Criswell administered a sociometric test a second time after an interval of six weeks to eight classes in a New York public school where the membership was seventy-five percent Negro. The results showed:

> There was considerable change in choice, the greatest change occurring in unreciprocated second choices and the least appearing in reciprocated first choices. This change had little relation to age or intelligence.
>
> Reasons for change of choice showed that the change was frequently a shifting of individuals on nearly the same preference level of the social atom. Other changes were traced by the chooser to bad class conduct developed by the person first chosen.
>
> In spite of the fluctuation of choice, basic group structures remained the same. There was no alteration in the percent of isolated individuals or in reciprocated choices. Sex and race cleavage also remained the same. In relation to each other the two race groups seemed to have reached a point of equilibrium. 22

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21 Alvin D. Johnson, "An Attempt at Change in Inter-Personal Relationships", Sociometry 2:43-48, July 1939

22 Joan H. Criswell, "Social Structure Revealed in a Sociometric Retest", Sociometry 2:69-75, October, 1939, p. 74

Tryon tested children in Oakland, California at the sixth grade level and the same children at the ninth grade level in an effort to discover what qualities children most admire in each other. She believes the opinions expressed by the children tested to be:

> .....significant information about any child because they describe relationships between him and his group which are difficult or impossible to duplicate from adult sources. In the first place, the children formulate these opinions as functioning elements in a social unit which has a high degree of continuity through time and through a variety of situations. In the second place--and probably more important in making these opinions a unique contribution--the children's judgements emanate from criteria or values which do not always coincide with adult values of what is important, or desirable, or prestige-lending. 23

Evidence seems to indicate that the following factors, as expressed by Otto, are most influential in helping children to achieve status with their peers:

> 1. physical factors consisting of height, weight, strength, ability.
> 2. social factors consisting of leadership, enthusiasm, daring, active participation, tidiness, good looks, frequent laughter, happiness and friendliness.
> 3. intellectual factors consisting of mental age, I. Q., and achievement in academic fields. 24

McGinnis supports the above:

> The acquisition of all kinds of skills, especially those that involve the use of the body, and the feeling of accomplishment that comes with proficiency should be encouraged during the early school years. Swimming, skating, bowling,

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23 Caroline McCann Tryon, "Evaluations of Adolescent Personality by Adolescents", Monographs of the Society for Research in Child Development, Vol. IV, No. 4, Washington, D.C.: National Research Council, 1939, p. 1.

24 Henry J. Otto, "The Use of Social Criteria in Grouping Children at School", Childhood Education 22:326-329, March, 1946, p. 328.

> hiking, tennis, dancing, baseball, football, golf, driving a car, cooking, sewing, drawing, playing instruments of all kinds, singing, reading, ease in conversation, correct speech, manners that are natural and easy but correct, modish and becoming dress for both boys and girls, ability to have a good time on little money, and many other accomplishments are invaluable aids to friendship. They give a basis for mutual attraction and something to do after the friendship is started. They form the core around which to organize groups large or small. 25

The evidence, then, points to a responsibility which must be shared by the elementary school. True democracy demands the prevalence of a spirit of fraternity among its citizens. In order to aid in the development of this spirit, the school must recognize, and attempt to satisfy, the social needs of each individual child. It must seek out the child less gifted in social qualities and, through shared experiences and creative activities, help him to acquire the feeling of belonging, of security, which an adequate social status provides.

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25 Esther McGinnis, "Among his Peers", National Parent-Teacher Magazine, 36: 11-13, January, 1942, p. 12-13

CHAPTER III

PROCEDURE

Three factors contributed to the initiating of this study:

1. Disorganization of some groups on the playground.

2. Surprise elections of certain children by their peers.

3. Unfavorable reactions of the pupils toward a new member of the class.

The writer, wishing to establish with some degree of certainty, the presence or absence of less obvious indications of problems of social adjustment in the school, sought a practical means of determining the social reputation of individual pupils at the elementary school level. Exploratory reading of literature on the subject disclosed the fact that the sociometric technique devised by Moreno[1] had been successfully employed in previous studies of a similar nature. It was decided to formulate a questionnaire patterned after those of Moreno,[2] Flotow,[3]

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1 Jacob L. Moreno, Who Shall Survive? A New Approach to the Problem of Human Interrelations, Nervous and Mental Disease Monographs, Series No. 58, Washington, D. C.: Nervous and Mental Disease Publishing Co., 1934.

2 Ibid., p. 15

3 Ernest A. Flotow, "Charting Social Relationships of School Children," Elementary School Journal, 46:498-504, May, 1946

and Northway[4] and to submit it to the seven classes in the school.

Criteria upon which the children were asked to base their choice of associates were seating proximity, work, and play. Three degrees of preference were permitted in each area. Thus, opportunity was provided each child to name nine different friends or to display stronger bonds of friendship with one, two, or three children. It was deemed best to refrain from asking the pupils to name those children whom they disliked.

The questionnaire, prefaced by simple directions and a heading of name, address, and grade with a space for the number assigned each child, was hectographed on one sheet of paper. Children in the fourth, fifth, and sixth grades read and followed the instructions independently and speedily. The support of the teachers of the adjustment class and grades one, two, and three was enlisted in administering the test in those grades by the interview method. An older girl read stories to the class while, in another part of the room and facing the opposite way, the teacher interpreted the directions to a child individually and wrote for him the names of the pupils he chose.

Boys" and girls' tests were separated and numbered consecutively in each grade. A list of names and corresponding numbers was filed for each group. The choices were tabulated

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4 Mary L. Northway, "Social Acceptability Test", Sociometry 5:180-184, May, 1942

by numbers to show the selections made and received by each child. Mutual choices were also recorded in the tabulations. Because of its relative difficulty in being read, the sociogram was rejected in favor of tables as a means of visualizing the comparative social statuses of the members of each class.

The Pintner[5] personality test was administered to the pupils of grade six in conjunction with the sociometric test for the purpose of detecting possible correlation between low scores in social status and low scores in personality traits.

Results of the questionnaire were interpreted to the teachers and placed at their disposal to be used in organizing the various groups in the building more effectively.

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5 Rudolf Pintner, John J. Loftus, George Forlano, and Benjamin Alster, "Aspects of Personality, For Grades 4 to 9 Inclusive," Yonkers-on-Hudson, New York: World Book Co., 1937, p. 1-8.

CHAPTER IV

ANALYSIS OF DATA

In Tables I-VII, the results of the sociometric test given to the seven grades of Pierce School are tabulated in four columns thus:

Column I lists the pupils by numbers corresponding to those filed with the names of the pupils. The girls, marked "G", are listed first according to the number of choices received and the boys, marked "B", follow in the same order. The three criteria used in the test, seating, work, and play, are abbreviated to S., W., and P.

Column II gives the numbers of the pupils chosen by the pupils in Column I.

Column III indicates the numbers of the pupils who chose pupils in Column I.

Column IV shows the mutual choices made by pupils in Columns I and III.

Strong attachment of one pupil to another is shown by underlined numbers which mark choices of one pupil by another in the three areas of seating, work, and play.

The teacher, with the list of names and numbers of her pupils, can quickly see the social nature of the group and note the leaders, the isolates, the near-isolates, and the little groupings.

For the purpose of this study, the following definitions are used:

1. Leader---a boy or girl chosen by the greatest number of pupils.

2. Isolate---a pupil chosen by no one.

3. Near-isolate---a pupil chosen by one child only.

4. Triangle---a group of three pupils each of whom has made a mutual choice with the other.

5. Underscored choice---a choice given in each of the three areas of seating proximity, work, and play by the same child.

Table I (B) records the percentile scores of the 26 pupils in grade six to whom the personality test was given.

Table VIII presents a complete picture of the number of children in the building who lack friends as revealed by the sociometric test. A comparison of the number and percent of isolates and near-isolates in each grade indicates where the greatest effort needs to be expended in providing better social adjustment.

Table IX tabulates the number of boys and the number of girls in each grade who chose members of the opposite sex. It also totals the choices made in each area by boys and girls, showing, too, the percent of all choices ma de which were given to pupils of the opposite sex.

Table X shows clearly that teachers and pupils were not completely in agreement concerning the children with the most and the least number of friends.

TABLE I

This table reveals an interesting picture of the social pattern of a sixth grade which, to all appearances, had been a satisfactory grouping. The sociometric test, however, has shown that, for some members of the class, the grouping has not been satisfactory in meeting social needs. Two isolates and five near-isolates are found in this group, the largest number of any grade.

Isolates: (G)15 and (G)16 received no choices from anyone. They chose their preferred associates from the brightest and most popular pupils.

(G)15, the oldest of four children, has a poor home environment. Lack of personal cleanliness has detracted from her natural attractiveness. (G)16, the oldest of four children, has an excellent home environment and care.

Both girls are most helpful and display fine attitudes.

The personality test[1] administered to grade six revealed no marked deviation from the normal score in any section of the test by (G)15. Her lowest score came in the Extroversion-Introversion section, indicating a need for encouragement in some interest---art, in this case.

(G)16 rated a score in the top quartile in two sec-

1 Rudolf Pintner, John J. Loftus, George Forlano, Benjamin Alster, Aspects of Personality (Grades 4-9), Yonkers-on-Hudson, N. Y.: World Book Co., 1938.

tions and in the upper third quartile of the third section of the personality test.

Poor ability and poor accomplishment in academic subjects are characteristic of both girls who are over-age and large for the grade. (G)15 is rather aggressive; (G)16 is retiring.

Near-isolates: (G)11, (G)12, (G)14, (B)26 and (B)28 were each chosen by only one pupil.

(G)11, (G)12, (G)14 are suspicious, quarrelsome, and given to enlarging the telling of incidents out of all proportion to their importance. (G)11 scored in the second quartile in two sections of the personality test and very high in the Ascendance-Submission section. This high score may be indicative of maladjustment due to desire for dominance. (G)12 received a very low score on Emotionality while (G)14 scored extremely low in the Ascendance-Submission section.

(B)26 has good average ability and a splendid attitude, but is handicapped by an asthmatic condition. (B)26 scored very low in the Ascendance-Submission part of the personality test. Chosen by only one pupil, it is noted that a mutual choice was made in three areas.

(B)28 came into the class this year from another city. He has very good mental ability. Boastful and argumentative, he is popular with neither pupils nor teachers. (B)28 scored extremely low on Emotionality in the personality test which may signify a reason for his low score in social status. In the Ascendance-Submission section, (B)28 rated a

fairly low score----possibly an indication of an inferior feeling. Of all the isolates and near-isolates in grade six, (B)28 presents the most aggravating problem.

Mutuals: 33 different mutual pairs were formed in grade six. This was the largest total of mutual pairs in any grade. (G)15, (G)16, (B)27 and (B)28 made no mutual choices. Leader (G)1 was paired mutually with 6 different pupils, and leader (B)17 with 4 different pupils.

Triangles: 10 triangles, mutual choices among three pupils, appear in grade six,--by far the largest number in any grade. Of the 10 triangles, 2, (1,2,4; 1,6,9) were made in one area as, for example, seating. The other 8 (1,3,4; 2,3,4; 1,2,3; 2,3,8; 3,8,10; 18,19,21; 18,21,24; 17,20,22) were mixed area triangles, that is, made from mutual choices in two or three areas. Since there can be no assurance of how fine a distinction was made by the children in selecting associates for the different criteria, it seems fair to assume that a mutual choice in one area is equivalent to a mutual choice in another area.

Underscored Choices: 32 of these were made by 16 pupils in grade six. Leader (G)1 received underscored choices from 5 different pupils; leader (B)18 from 4 different pupils.

Choices Between the Sexes: 3 girls, (6, 12 and 15) and 4 boys, (20, 23, 25 and 28) in grade six made 15 choices of the opposite sex. The work criterion produced 9 of these choices. (B)28, a near-isolate, gave 5 of his 9 choices to 3 girls.

This study was primarily concerned with establishing the identity of children without friends in the school. The sociometric test, however, served another purpose in producing visible evidence of the pupils most likely to lead the group successfully in its activities and to bind the various members into a working unit. The children designated as leaders in this study are, therefore, as interesting to the teachers as are the isolates.

Leaders: (G)1, a very good student, enthusiastic, artistic, attractive, from a very good environment, received choices from 15 different pupils; paired mutually with 6 different children; was a member of each of 4 triangles and was given underscored choices from 5 different pupils. While scoring very low in Emotionality, (G)1 scored above the 90th percentile in the other two sections of the personality test.

(G)2 is a fair student, shy, attractive, from an average home. She was chosen by 14 different pupils, 3 of whom gave her underscored choices; made 5 mutual choices; was a part of 4 triangles. (G)2, like (G)1, scored in the lowest quartile on Emotionality but in the top quartile in the other two sections of the personality test.

(B)17, excellent student, musical, athletic, amiable, courteous, and a good sport received choices from 12 different pupils and underscored choices from 3 pupils. (B)17 was mutually paired with 4 different pupils and was a member of 1 triangle. (B)17 scored very high in the top quartile

of two sections of the personality test but was very low in the Ascendance-Submission section.

(B)18, a fair student of mediocre ability, very co-operative, athletic, was chosen by 8 different pupils. 3 pupils gave him underscored choices. (B)18 made mutual choices with 5 different children and formed a part of 2 triangles. (B)18 scored high in Emotionality and medium in the other sections of the personality test.

TABLE I

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 28 PUPILS IN GRADE VI

Pupils		Chose	Chosen By	Mutual Choices
(G)*1.	S.	2,4,5	2,4,5,6,7,9,10,15,16,28	2,4,5
	W.	6,9,3	3,4,6,9,12,14,15,16,23,28	3,6,9
	P.	2,1-V,2-V	4,5,6,7,8,9,15,28	
(G) 2.	S.	1,3,4	1,3,4,9,10,11,14,15,16	1,3,4
	W.	4,5,7	4,5,9,10,11,12,28	4,5
	P.	4,8,14-V	1,3,4,5,6,8,9,11,14	4,8
(G) 3.	S.	2,8,10	2,4,6,8,10,11,16	2,8,10
	W.	1,4,7	1,4,8,10,11,14,16	1,4
	P.	2,5,8	7,8,10,14,15,16	8
(G) 4.	S.	1,2,3	1,2,7,13,15	1,2
	W.	1,2,3	2,3,13,16	2,3
	P.	1,2,11-V	2,13,12,15	2
(G) 5.	S.	1,6,7	1,7,8,11	1,7
	W.	2,6,7	2,7,25	2,7
	P.	1,2,6	3,7,10	
(G) 6.	S.	1,3,9	5,9	9
	W.	1,20,9	1,5,7,9,20	1,9,20
	P.	1,2,9	5,9,16	9
(G) 7.	S.	1,4,5	5,14	5
	W.	5,6,9	2,3,5,11,14,25	5
	P.	1,3,5	16	
(G) 8.	S.	3,5,10	3,12,13	3
	W.	3,10,13	10,12,13	10,13
	P.	2,3,1	2,3	2,3
(G) 9.	S.	1,2,6	6,2,8	6
	W.	1,2,6	1,6,7	6,1
	P.	1,2,6	6	6
(G)10.	S.	1,2,3	3,8	3
	W.	2,3,8	8	8
	P.	3,5,12-V		

*G--Girl

—indicates preference in three areas

TABLE I (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 28 PUPILS IN GRADE VI

Pupils		Chose	Chosen By	Mutual Choices
(G)11.	S.	2,3,5	13	
	W.	2,3,7	13	
	P.	2,13,3-IV	13	13
(G)12.	S.	14,17,8	14	14
	W.	1,2,8		
	P.	4,20-IV, 28-IV	14	
(G)13.	S.	4,8,11		
	W.	4,8,11	8	8
	P.	4,11,16-IV	11	11
(G)14.	S.	2,7,12	12	12
	W.	1,3,7		
	P.	2,3,12		
(G)15.	S.	1,2,4		
	W.	1,17,20		
	P.	1,3,4		0
(G)16.	S.	1,2,3		
	W.	1,3,4		
	P.	3,6,7		0
(B)*17	S.	18,22,23	18,19,20,22,25,26,27,28,12	18,22
	W.	20,25,27	18,19,20,22,23,24,15	20
	P.	18,23,27-IV	19,20,22,23,25,27,28	23
(B)18.	S.	17,19,21	17,19,21,22,23,24,27	17,19,21
	W.	17,19,24	19,21,22,23,24	19,24
	P.	19,20,21	17,19,20,21,23,24,27	19,20,21
(B)19.	S.	17,18,23	18,20,21,22,23,24,27	18,23
	W.	17,18,21	18,21,24	18,21
	P.	17,18,23	18,21,23,24,27	18,23
(B)20.	S.	17,19,22	26	
	W.	17,6,22	17,22,26,6,15	6,22,17
	P.	17,18,22	18,22,26	18,22

*B--Boy

_ indicates preference in three areas

TABLE I (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 28 PUPILS IN GRADE VI

Pupils		Chose	Chosen By	Mutual Choices
	S.	18,19,24	18,24	18,24
(B)21.	W.	18,19,24	19,23,27,28	19
	P.	18,19,24	18,24	18,24
	S.	17,18,19	17,20	17
(B)22.	W.	17,18,20	20,26	20
	P.	17,20,27-IV	20	20
	S.	18,19,28	17,19	19
(B)23.	W.	17,1,21	27	
	P.	17,18,19	17,19	17,19
	S.	18,19,21	21	21
(B)24.	W.	18,19,17	18,21,27	18
	P.	18,19,21	21	21
	S.	17,26,27	26	26
(B)25.	W.	5, 7,26	17,26	26
	P.	17,26,27	26	26
	S.	17,20,25	25	25
(B)26.	W.	20,22,25	25	25
	P.	20,25,16-V	25	25
	S.	17,18,19	25	
(B)27.	W.	23,24,21	17	
	P.	17,18,19	25	0
	S.	17, 9, 1	23	
(B)28.	W.	21, 2, 1		
	P.	17, 1, 26-V		0

TABLE I (B)

The percentile scores in the three sections of the personality test which were rated by the 26 pupils of grade six who took the test are listed in Table I (B). Girls and boys are numbered to correspond to the arrangement in Table I.

This listing shows that the class as a group scored best on the Introversion-Extroversion section where only 1 pupil was found in the lowest quartile and 13, or 50% of those taking the test, obtained scores in the top quartile. (G)15 was the only near-isolate whose score approached the lowest quartile.

The greatest number of scores in the lowest quartile was made in the Ascendance-Submission section by 8 pupils. The Emotionality section was a close second with 6 pupils scoring in the lowest quartile. Near-isolates (G)12, (G)14, (B)26, and (B)28 each scored very low in one of these sections of the test. It is interesting to observe that, while leaders (G)1, (G)2, (G)3, and (B)17 each scored very low in either the Ascendance-Submission or the Emotionality section, their scores in two sections of the test were very high. Those of the near-isolates were not.

Isolate (G)16 obtained a score in the third quartile of each section of the test thus indicating that an isolate is not always a ma ladjusted person.

TABLE I (B)

SCORES MADE ON PERSONALITY TEST ADMINISTERED TO 26 PUPILS IN GRADE VI

Pupils	Percentile Rank		
	Ascendance-Submission	Introversion-Extroversion	Emotionality
(G)*1	93	94	18
(G) 2	79	94	16
(G) 3	23	83	90
(G) 4	43	46	64
(G) 5	not tested		
(G) 6	33	76	32
(G) 7	43	68	90
(G) 8	43	68	48
(G) 9	not tested		
(G)10	51	97	32
(G)11	90	35	37
(G)12	51	83	16
(G)13	61	16	32
(G)14	7	27	64
(G)15	51	27	56
(G)16	79	68	78
(B)*17	15	98	90
(B)18	59	35	83
(B)19	66	46	76

*G---Girl *B---Boy

TABLE I (B) (continued)

SCORES MADE ON PERSONALITY TEST ADMINISTERED TO 26 PUPILS IN GRADE VI

Pupils	Percentile Rank		
	Ascendance-Submission	Introversion-Extroversion	Emotionality
(B)20	90	76	43
(B)21	10	46	15
(B)22	24	94	90
(B)23	59	90	76
(B)24	15	83	96
(B)25	10	27	90
(B)26	15	68	31
(B)27	49	76	15
(B)28	32	76	5

TABLE 2

Grade V presents a different picture from that of Grade VI. Comparable in membership to grade six, the class appears to have but one isolate and two near-isolates.

Isolates: (G)15 received choices from no one, not even her sister who is a member of the class. This girl is not in good health, is extremely shy, tall and over-age. Her scholarship is poor, but her manner is sweet and her attitude good. She has come into the group this year from Texas.

Near-isolates: (G)13 and (G)14 received choices from just one person. (G)13, like her sister, (G)15, is new to the group. She is a fair student but very shy and easily embarassed. Her one choice came from her sister and was underscored. (G)14 comes from a poor family, does fairly well scholastically, and shows an attitude inclined to be defensive.

Mutuals: 29 different mutual pairs were made by pupils in this grade. Leader (G)1 chose mutually 4 different pupils; leader (B)16, 3 different pupils. (G)13, (G)14, (G)15, (B)27, (B)28 made no mutual choices.

Triangles: 5 triangles appear in grade five. Of these, 2 (1,2,3; and 4,6,11) are in one area and 3 (1,3,12; 16,17, 23; 17,18,24) in mixed areas. This totals just half the

number of triangles found in grade six.

Underscored Choices: 17 were made by 12 pupils. Leader (G)1 received 3 and leader (B)16 received 1 of this number. Again, the total was approximately half the total made in grade six.

Choices Between the Sexes: 19 choices of this type were made by 3 girls (2,9,13) and 6 boys (20,22,26,27,28,29).

Leaders: (G)1, very good in scholastic achievement and ability, sparkling personality, self-confident, pretty, received choices from 14 different pupils, paired mutually with 4 different pupils; was a member of 2 triangles and wa s given underscored choices by 3 pupils.

(G)2, average student, not particularly attractive, helpful and pleasant, received choices from 11 different children; made mutual choices with 3 different pupils and received 1 underscored choice.

(B)16, good student, attentive, shy, enjoys sports, was chosen by 8 different pupils; made mutual choices with 3 different pupils and received 1 underscored choice.

(B)17, extremely quiet, fair student, was selected by 6 different pupils; was mutually paired with 4 different pupils and received 2 underscored choices.

TABLE II

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 29 PUPILS IN GRADE V

Pupils		Chose	Chosen By	Mutual Choices
(G)*1.	S.	3,2,9	2,3,5,6,7,10,11,12,14,22,27,29	2,3
	W.	2,5,12	4,5,7,12,13,29	5,12
	P.	3,2-VI,5-VI	7,12,22,29	
(G) 2.	S.	1,3,16	1,3,4,5,6,8,10,13	1,3
	W.	8,16,23	3,7,8,10,11,26	8
	P.	7,1-VI,2-VI	5,8	
(G) 3.	S	1,2,12	1,2,7,11,12,14	1,2
	W.	2,4,6	1,6,12,13	6
	P.	11,2-VI,3-VI	1,7,10,12	
(G) 4.	S.	6,9,2	6,9,10,11	6,9
	W.	1,6,11	3,5,6,11,14	6,11
	P.	5,14,7-VI	6,10	
(G) 5.	S.	1,2,8	8,13	8
	W.	1,4,6	1,8,12,14	1
	P.	2,7,8	4,7,8,10,13	8
(G) 6.	S.	1,2,4	4,9	4
	W.	3,4,11	3,4,5,9,11	3,4,11
	P.	4,1-VI,3-VI		
(G) 7.	S.	1,3,9	15	
	W.	1,2,12	15,28	
	P.	1,3,5	2,5,13,15	5
(G) 8.	S.	2,5,10	5,12,13	5
	W.	2,5,10	2,10	2,10
	P.	2,5,10	5	5
(G) 9.	S.	4,6,20	1,4,7,14	4
	W.	6,19,22	20	
	P.	27,10-IV,25-IV	11	
(G)10	S.	1,2,4	8,15	
	W.	2,8,12	8,13,15	8
	P.	3,4,5	8	

*G--Girl

_ indicates preference in three areas

TABLE II (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 29 PUPILS IN GRADE V

Pupils		Chose	Chosen By	Mutual Choices
(G)11.	S.	1,3,4		
	W.	2,4,6	4,6,14	4,6
	P.	9,1-VI,2-VI	3,14	
(G)12.	S.	1,3,8	3	3
	W.	1,5,3	1,7,10	
	P.	1,3,10-VI		
(G)13.	S.	2,5,8	15	
	W.	1,3,10	15	
	P.	5,7,27	15	0
(G)14.	S.	1,3,9		
	W.	4,5,11		
	P.	11,1-VI,2-VI	4	0
(G)15.	S.	10,7,13		
	W.	7,10,13		
	P.	7,13,3-VI		0
(B)*16	S.	17,23,29	2,17,21,23,29	17,23
	W.	18,24,23	2,19,22,23	23
	P.	17,23,25-VI	17,23,25	17,23
(B)17.	S.	16,18,26	16,18,23,24	16,18
	W.	18,23,24	18,20,23,24,29	18,23,24
	P.	16,18,24	16,18,24	16,18,24
(B)18.	S.	17,22,24	17,22,24	17,22,24
	W.	17,22,26	16,17,24,25,28,29	17
	P.	17,26-IV,25-III	17,19,24	17
(B)19.	S.	20,21,27	20,25,28	20
	W.	16,25,28	9,21,23,27	
	P.	20,18,26	23,27	
(B)20.	S.	19,21,25	9,19,21,25,26,27,28	19,21,25
	W.	17,24,9		
	P.		19	

*B--Boy

_indicates preference in three areas

TABLE II (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 29 PUPILS IN GRADE V

Pupils		Chose	Chosen By	Mutual Choices
	S.	16,20,22	19,20,22,28	20,22
(B)21.	W.	19,27,28	22,25	
	P.	23,26,23-VI	27,29	
	S.	1,18,21	18,21,24	18,21
(B)22.	W.	16,21,25	9,18,24,25,27	25
	P.	1,17-VI,25-IV		
	S.	16,17,29	16,27	16
(B)23.	W.	16,17,19	2,16,17,26	16,17
	P.	16,19,26-VI	16,21	16
	S.	17,18,22	18,29	18
(B)24.	W.	17,18,22	16,17,20,28	17
	P.	17,18,24-IV	17	17
	S.	19,20,26	20,26	20,26
(B)25.	W.	18,21,22	19,22,26,27	22
	P.	16,27,18-VI		
	S.	20,25,28	17,25	25
(B)26.	W.	2,23,25	18	
	P.	18-VI,19-VI,2-II	19,21	
	S.	1,20,23	19	
(B)27.	W.	19,22,25	21	
	P.	19,21,25-IV	9,13,25	0
	S.	20,19,21	26	
(B)28.	W.	18,24,7	19,21	
	P.	17-VI,18-VI,19-VI		0
	S.	1,16,24	16,23	16
(B)29.	W.	1,17,18		
	P.	1,21,17-VI		

TABLE III

Grade IV most nearly approaches Grade VI in the number of isolates (2) and near-isolates (4). The size of the class must be considered, however, in comparing the total number of isolates and near-isolates in the respective grades. Grade IV has a membership of 37 pupils with a total of 6, or a percent of 16, isolates and near-isolates. Grade VI, with a membership of 28, has a total of 7, or a percent of 25, isolates and near-isolates.

Isolates: (G)16 and (G)17 received choices from no one. The girls present contrasts. (G)16, with an I. Q. of 95, does good average work scholastically, is well-mannered and attractive but extremely shy and diffident. (G)17, with an I. Q. of 84, is a poor student, boisterous and excitable, most untidy and unattractive. She comes from a poorly-managed home. Both girls came into the class this year.

Near-isolates: (G)15, the only girl in this group, is a sweet, attractive child from a very good home. Exceedingly slow in motion and speech, she is also very quiet.

(B)35 is a slow pupil who entered the g rade from the adjustment class this year.

(B)36 has an I. Q. of 84, is over-age and large for the grade. He is a brother of (G)15, an isolate in Grade VI. He has been recommended for a pre-vocational class where it is hoped he will be better adjusted socially with boys of his age and size.

(B)37 has good mental ability but achieves little scholastically. He shows poor home training from indulgent parents. His work habits and muscular control are bad. (B)37 is quarrelsome and inclined to cause trouble on the school bus and playground. He can always excuse himself and blame someone else.

Mutuals: This class paired mutually 32 different combinations. (G)16, (G)17, (B)30, (B)36 and (B)37 showed no mutual feeling for any pupil. Leader (G)1 was paired with 4 different children and leader (B)18 with 3 different pupils. (B)30 is noticeably different in that, while he made no mutual choice, he received choices from 4 different pupils.

Triangles: (G)1, (G)5 and (G)8 form 1 triangle in the work area. (G)5, (G)6 and (G)8; (G)4, (G)10 and (G)12 form 2 triangles in mixed areas. Again, the number of triangles decreases with the grade.

Underscored Choices: 38, more than twice as many as found in Grade V, and larger than the number in Grade VI, were received by 26 pupils. (G)1 received underscored choices from 3 different pupils; (B)18 from 2 pupils.

Choices Between the Sexes: A total of 38 such choices, double the number in Grade V, was made in Grade IV by 9 girls (2,3,4,6,9,11,12,16,17) and 9 boys (18,19,20,23,25,27,28, 32,37). Of this number, 15 choices were in the seating area and 16 in the work area.

Leaders: (G)1 is an ideal pupil, bright, industrious, and co-operative. She received choices from 12 different pupils, 3 of them underscored; made a mutual pair with 4 different pupils and is a member of a triangle.

(G)2 is a fair student, well-mannered, vivacious, and very pretty. 11 different pupils chose her and 2 of them gave underscored choices.

(B)18, a good-natured boy, is mischievous and active but a good student. He was chosen by 10 different pupils, 2 of whom gave him underscored choices, and was paired mutually with 3 different children.

(B)19, a very g ood pupil, plays the piano, is quiet but eager to participate in everything; comes from better than average home. (B)19 received choices from 10 different pupils. 2 underscored choices and made mutual choices with 3 different pupils.

TABLE III

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 37 PUPILS IN GRADE IV

Pupils		Chose	Chosen By	Mutual Choices
(G)*1.	S.	5,3,2	2,8,10,15,28	2
	W.	5,4,8	2,5,7,8,15,16,17,25,27,28	5,8
	P.	5,2,14	8,14,15,28	14
(G) 2.	S.	1,13,20	1,4,9,13,16,17,37	1,13
	W.	1,13,20	6,9,13,16,27,37	13
	P.	8,13,20	1,5,13,16,25	13
(G) 3.	S.	4,6,21	1,6,11,12,14,20,32	6
	W.	6,9,20	5,14,17,18,20,32	20
	P.	5,6,2-VI	6,12,14,32	6
(G) 4.	S.	2,12,22	3,10,12,14,13,20	12
	W.	12,14,22	1,9,10,14,20	14
	P.	12,9-V,10	10,13,17	10
(G) 5.	S.	6,7,10	1,6,7,8	6,7
	W.	1,3,8	1,6,7,8,17	1,8
	P.	2,7,10	1,3,6,7,8	7
(G) 6.	S.	3,5,18	3,5,8,17,23	3,5
	W.	2,5,8	3,8,12,13	8
	P.	3,5,14	3,8,14,16	3,14
(G) 7.	S.	5,9,10	5,9,13	5,9
	W.	1,5,9	9,10,13	9
	P.	5,9,10	2,5,9,13	5,9
(G) 8.	S.	1,5,6	15,19	
	W.	1,5,6	1,5,6,10,14,15	1,5,6
	P.	1,5,6	15	
(G) 9.	S.	2,7,20	7,16	7
	W.	2,4,7	3,7,12	7
	P.	7,7-V,25-V	7,16	7
(G)10.	S.	1,4,12	5,7,12	12
	W.	4,7,8		
	P.	4,12,9-V	4,5,7	4

*G--Girl

_indicates preference in three areas

TABLE III (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 37 PUPILS IN GRADE IV

Pupils		Chose	Chosen By	Mutual Choices
(G)11.	S.	3,19,20	14,15	
	W.	15,19,34	15	15
	P.	15,13-II,2-III	12,15	15
(G)12.	S.	3,4,10	4,10	4,10
	W.	6,9,21	4	
	P.	3,11,13	4,10	
(G)13.	S.	2,4,7	2	2
	W.	2,6,7	2	2
	P.	2,4,7	2,12	2
(G)14.	S.	3,4,11		
	W.	3,4,8	4	4
	P.	1,3,6	1,6,17	6
(G)15.	S.	1,8,11		
	W.	1,8,11	11	11
	P.	1,8,11	11	11
(G)16	S.	2,9,20		
	W.	1,2,29		
	P.	2,6,9		0
(G)17.	S.	2,6,19		
	W.	1,3,5		
	P.	4,14,20		0
(B)*18.	S.	19,26,32	6,25,26,30,31,32,33,34,36	26,32
	W.	19,26,3	19,26,30,32,33,34	19,26
	P.	26,20-III,21-III	19,26,30,31,36	26
(B)19.	S.	8,31,34	11,17,18,21,22,30,31,34	31,34
	W.	18,31,34	11,18,21,22,30,31	18,31
	P.	18,31,34	30,31,33,34,37	31,34
(B)20.	S.	3,4,22	2,9,11,16,31,36	
	W.	3,4,22	2,3,22,31,36	22
	P.	11-A,16-A,1-A	2,17,33,36,37	

*B--Boy

_indicates preference in three areas

TABLE III (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 37 PUPILS IN GRADE IV

Pupils		Chose	Chosen By	Mutual Choices
	S.	19,27,30	3,25,27,29,35,37	27
(B)21.	W.	19,27,30	12,23,27,34,37	27
	P.	27,16-V,17-VI	27	
	S.	19,24,25	4,20,25,28,29	25
(B)22.	W.	19,25,20	4,20,25,25,31	20,25
	P.	25,19-V,22-V	25,32	25
	S.	6,27,29	27,33,35,37	27
(B)23.	W.	22,25,21	29,33,37	
	P.	26,20-VI,26-III	37	
	S.	27,26,33	22,26,27,33	26,27,33
(B)24.	W.	27,26,32	26,33,35	26
	P.	25,26,33	33	33
	S.	18,22,21	22,28,32	22
(B)25.	W.	1,22,37	22,23,36	22
	P.	2,22,30	22,24	22
	S.	18,24,28	18,24	18,24
(B)26.	W.	18,24,28	18,24,32	18,24
	P.	18,28,32	18,23,24	18
	S.	21,23,24	21,23,24	21,23,24
(B)27	W.	21,2,1	21,24,35	21
	P.	21,17-VI,15-VI	21,34	21
	S.	1,22,25	26,36	
(B)28	W.	1,29,32	26,29,36	29
	P.	1,32,7-Adj.	26,36	
	S.	21,22,30	23,35	
(B)29	W.	23,28,35	16,28,35	28
	P.	35,7-A,14-A.	35	35
	S.	18,19,31	21,29	
(B)30	W.	18,19,31	21	
	P.	18,19,18-V	25,32	0

_indicates preference in three areas

TABLE III (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 37 PUPILS IN GRADE IV

Pupils		Chose	Chosen By	Mutual Choices
	S.	18,19,20	19,30	19
(B)31.	W.	19,20,22	19	19
	P.	18,19,16-V	19	19
	S.	3,18,25	18	18
(B)32.	W.	3,18,26	24,28	
	P.	3,22,30	26,28	
	S.	18,23,24	24,34	24
(B)33.	W.	18,23,24		
	P.	19,20,24	24	24
	S.	18,19,33	19	19
(B)34.	W.	18,21,36	19,11	
	P.	19,27,23-V	19	19
	S.	21,23,29		
(B)35.	W.	24,27,29	29	29
	P.	29,14-A,28-III	29	29
	S.	18,20,28		
(B)36.	W.	20,25,28	34	
	P.	18,20,28		0
	S.	2,21,23		
(B)37.	W.	2,21,23	25	
	P.	19,20,23		0

TABLE IV

Grade III most nearly approaches Grade VI in the percent of isolates and near-isolates. With a membership of 28, Grade III has a total of 6, or a percent of 21, isolates and near-isolates. This class is unique in having the greatest number of isolates, 4, of any class in the building and two leaders who far outshine the other members of the class in popularity.

Isolates: (G)11, (G)12, (B)27 and (B)28 received no choices.

(G)11 and (G)12 are children who entered the class from the adjustment class this year. Both are slow pupils. (G)12 has spent months in the hospital this year. (G)11 is aggressive; (G)12, very retiring.

(B)27 came into the class from another town. He is a moderate pupil in action and achievement, very quiet.

(B)28 appears immature; is inclined to tell tales on the other children.

Near-isolates: (B)25 and (B)26 both entered the class this year, one from another school, the other from another city. (B)26 comes from a home broken by divorce and managed by a housekeeper. He shows lack of security.

Mutuals: A sharp drop in the total of mutual choices appears in Grade III where 18 different mutual pairs were made. (G)10, (G)11, (G)12, (B)22, (B)23, (B)24 , (B)25, (B)26, (B)27, (B)28, a total of 10 pupils, made no mutual choices. This is a great increase over the number who made no mutual choices in Grades 4, 5, 6.

Leader (G)1 was paired mutually with 6 different pupils; leader (B)13 with 2 different pupils.

Triangles: A single mixed area triangle was formed by (G)3,5,6.

Underscored Choices: Again, a sharp decrease appears for only 15 of these choices were made by 8 pupils in Grade III. Leader (G)1 received 5 of the total and (G)2 received 4.

Choices Between the Sexes: Grade III, although not the largest in membership, exceeds any other grade in the number of choices of this type and in the number of children making the choices. A total of 67 choices was made by 19 pupils, 5 of whom were girls (1,2,7,10,12) and 14 boys, (13,14,15, 16,17,18,19,21,22,23,24,25,26,28). The work area produced 30 of the choices, seating 19, and play 18.

Leaders: (G)1 is a precocious, talented, and capable little girl with a pleasant personality. Under the careful tutelage of an ambitious mother, (G)1 has developed a poised, mature manner. (G)1 was chosen by 20 different pupils, the largest number of any one in the school. Of this number, 5 gave (G)1 underscored choices. She was mutually paired with 6 different children. It is interesting to note that 4 of these are boys, only one of whom lives near (G)1.

(G)2, another bright, accomplished little girl who, like (G)1, has been given every advantage, rivals (G)1 in popularity. 16 different pupils chose (G)2 and 4 gave her underscored choices. (G)2 made 2 mutual choices.

(B)13 is an intelligent boy and does well scholastically. Rather immature acting in the presence of adults, he is inclined to be aggressive with children and likes to tease the girls. (B)13 was chosen by 11 different children, 1 choice was underscored, and 2 choices were mutual.

(B)14 is a slow student repeating Grade III. He has a sunny disposition but is often involved in quarrels with boys on the playground and on the way to and from school. In spite of this, 9 boys chose (B)14 and 1 gave him an underscored choice. 4 girls also chose (B)14, giving him a total of 13 choices and 2 mutual pairs. (B)14 gave his 9 choices to 4 girls and no boys.

TABLE IV

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 28 PUPILS IN GRADE III

Pupils	Chose	Chosen by	Mutual Choices
	S. 17,6,14	2,4,6,7,8,9,11,12,13,14, 15,17,18,23,24	6,14,17
(G)*1.	W. 17,9,13	2,4,6,7,9,10,11,13,14,15, 17,18,21,22,24,25,26	9,13,17
	P. 17,13,15	13,14,15,17,18,25,26	13,15,17
	S. 1,13,14	3,4,6,7,9,12,14,15,16,18, 19,28	14
(G) 2.	W. 1,13,14	3,4,5,8,10,11,14,15,16, 18,19,28	14
	P. 4,7,11-IV	4,6,10,12,14,15,16	4
	S. 2,4,8	1,4,5,6,10,11	4
(G) 3.	W. 2,5,6	6,8,9,22	6
	P. 4,5,6	4,5,6,7	4,5,6
	S. 1,2,3	3,5,8,9,10	3
(G) 4.	W. 1,2,8	2,4,5	
	P. 2,3,8	2,3,5,7,11	2,3
	S. 3,4,8	8,12	8
(G) 5.	W. 2,4,6	3,6,7,24	6
	P. 3,4,10	3,6,7	3
	S. 1,2,3	1,10,11	1
(G) 6.	W. 1,3,5	3,5,14	3,5
	P. 2,3,5	3,10,14	3
	S. 1,2,14	14,22	14
(G) 7.	W. 1,5,15	8,11,15	15
	P. 3,4,5	2,11,15	
	S. 1,4,5	3,5	5
(G) 8.	W. 2,3,7	4,9	
	P. 9,15-IV,2-I	4,12	
	S. 1,2,4		
(G) 9.	W. 1,3,8	1	1
	P. 7-II,11-II,1-II	8	

*G--Girl

_indicates preference in three areas

TABLE IV (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 28 PUPILS IN GRADE III

Pupils		Chose	Chosen By	Mutual Choices
	S	3,4,6		
(G)10.	W.	1,2,14	22	
	P.	2,6,13-V	5	0
	S.	1,3,6		
(G)11.	W.	1,2,7		
	P.	4,7,1-A		0
	S.	1,2,5		
(G)12.	W.	14,23,25		
	P.	2,8,16		0
	S.	1,18,14	2,18,23,24,25,27,28	18
(B)*13.	W.	1,16,22	1,2,18,19,26,27	1
	P.	1,14,18	1,16,18,19,23,24	1,18
	S.	1,2,7	2,13,21,23,25,28,7	2,7
(B)14.	W.	1,2,6	2,10,12,20,27,28	2
	P.	1,2,6	13,17,18,25,28	
	S.	1,2,17	20,22,24,27	
(B)15.	W.	1,2,7	7,28	7
	P.	1,2,7	1,19,24	1
	S.	2,19,20	17,19,25,26	19
(B)16.	W.	2,19,20	17,13	
	P.	2,13,22	12,26	
	S.	1,16,18	1,15,19,21,26	1
(B)17.	W.	1,16,18	1,19,21,26	1
	P.	1,14,14-VI	1	1
	S.	1,2,13	13,17,27	13
(B)18.	W.	1,2,13	17,25,28	
	P.	1,13,14	13,27	13
	S.	2,16,17	16,20,26	16
(B)19.	W.	13,17,23	16	
	P.	13,15,29-I	21,23,27	

*B--Boy

1 indicates preference in three areas

TABLE IV (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 28 PUPILS IN GRADE III

Pupils		Chose	Chosen By	Mutual Choices
	S.	15,19,21	16,21	
(B)20.	W.	14,21,22	16,23,27	21
	P.	21,18-IV,30-IV	22	
	S.	14,17,20	20,22	20
(B)21.	W.	1,2,17	20	
	P.	19,18-IV,30-IV	20	
	S.	7,15,21		
(B)22.	W.	1,3,10	13,20,23	
	P.	20,24-V,27-I	16	0
	S.	1,13,14		
(B)23.	W.	20,22,24	12,19	
	P.	13,19,29-IV		0
	S.	1,13,15		
(B)24.	W.	1,4,5	23,25	
	P.	13,15,30-IV		0
	S.	13,14,16		
(B)25.	W.	1,18,24	12	
	P.	1,14,18-V		0
	S.	16,17,19		
(B)26.	W.	1,13,17		
	P.	1,16,23-IV	27	0
	S.	13,15,18		
(B)27.	W.	13,14,20		
	P.	18,19,26		0
	S.	2,13,14		
(B)28.	W.	14,15,18		
	P.	14,10-II,35-IV		0

TABLE V

An interesting situation is pictured in this table. The Adjustment Class consists of children of normal, and some better than average, intelligence who have met reading or other difficulties in grades one, two or three. Pupils of this age level entering the building from other cities are often placed in the Adjustment Class if their records indicate low achievement. Most children stay two years in the class and, occasionally, three years. The membership averages from 16 to 20. No isolates and but 1 near-isolate, a percent of 6, were found in this group.

Near-isolates: (B)16 was chosen just once on the play criterion by (B)15, a boy living in the same neighborhood as (B)16. (B)16 has an I. Q. of 110 and is an over-indulgenced, only child of middle-aged parents who make excuses for all his actions which are contrary to the accepted code of behavior. His shortcomings are openly discussed in the presence of (B)16. Sullen, lazy in work habits, he neither works nor plays well with other children. (B)16 was removed to another building for the remainder of the school year following conferences between his parents and the psychiatrist serving the local schools.

Mutuals: 18 different mutual pairs were counted in this class. Leader (G)1 was paired with different children as was leader (B)5. (B)16 was the only child who made no mutual choice. With the exception of (B)16 and 3 pupils who

made 1 mutual choice each, everyone in this group was paired mutually with 2, 3, or 4 different pupils. It would seem that the small size of the class, with its homogeneous grouping of children encountering common difficulties, has influenced the social status of the members of the group.

Triangles: Two mixed area triangles were formed thus: (B)5, (B)9, (B)10; (B)11, (B)13, (B)15.

Underscored Choices: Another sharp decrease appeared in this class where 6 pupils each received 1 such choice.

Choices Between the Sexes: 29 choices of this kind were by 11 pupils, 4 girls (1,2,3,4) and 7 boys (5,6,7,8,9,12,13). Of the 29 choices, 27 were in the seating and work areas.

Leaders: (G)1 and (G)2 are pretty and well-mannered girls. (G)1 was chosen by 7 different pupils, received 1 underscored choice, and made 3 mutual choices. (G)2 received choices from 5 different children and was paired mutually with 3 of the children.

(B)5, a quiet unobtrusive boy was chosen by 11 different children, 1 of whom gave him an underscored choice. He chose mutually 3 different pupils.

(B)16 is a good-looking, active boy from a poor home. He has mediocre ability but gets along well with others. (B)16 was chosen by 9 different pupils, 4 of whom were mutual choices, and received 1 underscored choice.

TABLE V

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 16 PUPILS IN THE ADJUSTMENT CLASS

Pupils		Chose	Chosen By	Mutual Choices
	S.	11,3,9	3,5,9,4,13	3,9
(G)*1.	W.	2,5,11	3,2,9	2
	P.	8-IV,11-III,3	3,2,4,7	3
	S.	5,6,8	6,12	6
(G) 2.	W.	1,3,14	1,6,8	1
	P.	11-III,4,1	4	4
	S.	1,4,11	1	1
(G) 3.	W.	1,7,9	2,4,8	
	P.	3-II,5-III,1	1,7	1
	S.	1,5,12	3,12	12
(G) 4.	W.	3,6,10	12	
	P.	1,11-III,2	2	2
	S.	1,9,12	7,8,9,10,12,15,16,2,4	9,12
(B)*5.	W.	6,10,12	1,7,9,10,12,13,16	10,12
	P.	8,12,28-III	12	12
	S.	2,7,8	2,5,8,10,11,14	2,8
(B) 6.	W.	2,10,14	4,8,14,15	14
	P	19-III,24-III,10	8,9,10,11	10
	S.	5,8,10	6,8,13,14	8
(B) 7.	W.	5,8,10	3,14,16	
	P.	1,3,14	8,10,15,16	
	S.	5,6,7	2,6,7,10,16	6,7
(B) 8.	W.	2,3,6	7,10,11,16	
	P.	6,7,14	5,16	
	S.	1,5,11	1,5,11,13,15	1,5,11
(B) 9.	W.	1,5,11	3,11	11
	P.	6,10,13	10,11,14	10

*G--Girl

*B--Boy

_indicates preference in three areas

TABLE V (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 16 PUPILS IN THE ADJUSTMENT CLASS

Pupils		Chose	Chosen By	Mutual Choices
	S.	5,6,8	7	
(B)10.	W.	5,8,14	4,5,6,7,12,15	5
	P.	6,7,9	6,9,12	6,9
	S.	6,9,15	1,3,9,15	9,15
(B)11.	W.	8,9,13	1,9,16	9
	P.	6,9,13	12,13,16	13
	S.	2,4,5	4,5,14	4,5
(B)12.	W.	4,5,10	5,14	5
	P.	5,10,11	5,15	5
	S.	1,7,9	16	
(B)13.	W.	2,5,15	11,15	15
	P.	24-III,27-III,11	9,11	11
	S.	6,7,12		
(B)14.	W.	6,7,12	2,6,10	6
	P.	35-IV,28-III,9	7,8	
	S.	5,9,11	11	11
(B)15.	W.	6,10,13	13	13
	P.	7,12,16		
	S.	5,8,13		
(B)16.	W.	5,8,7		
	P.	7,8,20-IV	15	0

TABLE VI

Contrary to Moreno's[21] findings, the number of isolates and near-isolates revealed by this study dropped as the grades descended to the primary level. Grade II proved to have 2 isolates, a percent of 10, and no near-isolates, whereas Grade VI had 2 isolates and 5 near-isolates, or a total percent of 25.

Isolates: (G)14 and (B)21 were chosen by no pupils. Both appear unpleasantly aggressive and unreliable. (G)14 is emotionally unbalanced. Both are fair pupils of low average ability.

Mutuals: The smallest number of mutual pairs of any class in the building was found in Grade II where 12 different mutual pairs were made. (G)8, (G)10, (G)11, (G)12, (G)14, (B)16, (B)19 and (B)21 made no mutual choices. Leader (G)1 was a mutual choice of 3 different children and leader (B)15 made 2 mutual choices.

Triangles: None appeared in this group.

Underscored Choices: 8 of these choices were received by 7 girls. Leaders (G)1 and (G)2 each received 1 underscored choice. Leaders (B)15 and (B)17 received none.

Choices Between the Sexes: 42 were made by 14 pupils, 8 girls (4,5,7,8,9,10,11,13) and 6 boys (15,16,17,18,19,20).

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21 Jacob L. Moreno, Who Shall Survive? A New Approach to the Problem of Human Interrelations, Nervous and Mental Disease Monographs, Series No., 58, Washington, D. C.: Nervous and Mental Disease Publishing Co., 1934, p. 60.

Leaders: (G)1 and (G)2 are bright and talented children, one in dancing and the other in drawing. (G)1 was chosen by 14 different pupils, received 1 underscored choice and was a part of 3 different mutual pairs. (G)2 received choices from 12 different children, 1 of whom underscored her choice, and made 3 mutual choices.

(B)15 and (B)17 are both immature in appearance. (B)15 is bright, imaginative and mischievous. (B)17 on the contrary, is dreamy, does only fair work at best, but displays strong artistic talent. (B)15 was chosen by 9 different pupils, 2 of whom he chose mutually. (B)17 made 2 mutual choices and received choices from 5 different children.

TABLE VI

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 21 PUPILS IN GRADE II

Pupils		Chose	Chosen By	Mutual Choices
	S.	4,5,7	3,4,5,6,7,9,12,13,14,15, 16,18,20	4,5,7
(G)*1.	W.	4,5,7	4,8,9	4
	P.	4,5,7	3,4,12	4
	S.	3,6,9	5,6,9,12,13,14,15,16,17, 19	6
(G) 2.	W.	3,6,13	4,6,12,13,14,19	6,13
	P.	17-IV,9-IV,7-IV	6,7	
	S.	1,5,9	2,5,8,12,19,20	5
(G) 3.	W.	4,5,9	2,4,6,19,20	4
	P.	1,5,10	5,13	5
	S.	1,6,17	1,7	1
(G) 4.	W.	1,2,3	1,3,5,6,7,8,10,12,15,16	1,3
	P.	1,6,7	1,14	1
	S.	1,2,3	1,3,16	1,3
(G) 5.	W.	4,7,19	1,3,16,20	
	P.	3,9,15	1,3,9,10,12	3,9
	S.	1,2,7	4,9,11,18,19,2	2
(G) 6.	W.	2,3,4	2,9,11,19	2
	P.	2,9-IV,7-IV	4,11	
	S.	1,4,15	1,6,11,13,14	1
(G) 7.	W.	4,8,9	1,5,12	
	P.	2,11,3-V	1,4	
	S.	3,9,13	10,11	
(G) 8.	W.	1,4,15	7,10,11,16	
	P.	15,19,1-III	11,14	0
	S.	1,2,6	2,3,8,17	2
(G) 9.	W.	1,6,18	3,7,10	
	P.	5,12,	5	5

*G--Girl _indicates preference in three areas

TABLE VI (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 21 PUPILS IN GRADE II

Pupils		Chose	Chosen By	Mutual Choices
(G)10.	S.	8,15,17		
	W.	8,9,15	13,17	
	P.	5,6-I,3-A	3,14,15	0
(G)11.	S.	6,7,8		
	W.	8,6,18	14,15	
	P.	6,8,9-III	7	0
(G)12.	S.	1,2,3		
	W.	2,4,7	14	
	P.	1,5,17-I	9	0
(G)13.	S.	1,2,7	8	
	W.	2,10,15	2	2
	P.	3,2-III,11-IV		
(G)14.	S.	1,2,7		
	W.	2,12,11		
	P.	4,8,10		0
(B)*15.	S.	1,2,18	7,10,18	18
	W.	4,11,17	8,13,17,20,21	17
	P.	10,18-III	5,8,17,20	
(B)16.	S.	1,2,5	21	
	W.	4,5,8	21,18	
	P.	2-V,7-III,24-III	18,20	
(B)17.	S.	2,9,20	4,10,20	20
	W.	10,15,20	15,18	15
	P.	15,18,2-III		
(B)18.	S.	1,6,15	15	15
	W.	16,17,20	9,11	
	P.	16,15-III,22-V	17	
(B)19.	S.	2,3,6	21	
	W.	2,3,6	21,5	
	P.	29-V,19-VI,20-VI	8	0

*B--Boy _indicates preference in three areas

TABLE VI (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 21 PUPILS IN GRADE II

Pupils		Chose	Chosen By	Mutual Choices
	S.	1,3,17	17,21	17
(B)20.	W.	3,5,15	17,18	
	P.	15,16,9-A		
	S.	16,19,20		
(B)21.	W.	15,16,19		
	P.	14-III,18-III,21-V		0

TABLE VII

Grade I, with a membership of 31 children, includes 1 isolate and 1 near-isolate, a total percent of 6.

Isolate: (G)21 was chosen by no one. Emotionally erratic and from a family with similar tendencies, (G)21 is undependable and very aggressive. She resents correction.

Near-isolate: (B)31 received but one choice from one pupil. This boy is very well-mannered, a fair student, and from an excellent environment but is extremely shy.

Mutuals: In Grade I, 19 mutual pairs were made. Leader (G)1 was a part of 1 mutual pair and leader (B)22 made 2 mutual choices. (G)2, (G)11, (G)18, (G)20, (G)21, (B)28, (B)29, and (B)30 made no mutual choices.

Triangles: None appeared in this group.

Underscored Choices: 9 pupils each received 1 underscored choice.

Choices Between the Sexes: 50 choices of the opposite sex were made by 16 pupils, 8 girls (1, 3, 9, 10, 11, 12, 14, 18) and 8 boys (22, 24, 25, 26, 28, 29, 30, 31).

Leaders: (G)1, a good student, reticent but very cooperative, is a sturdy, attractive little girl. She was chosen by 18 different pupils, 1 of whom was chosen mutually by (G)1. (G)2, large and healthy in appearance, is also attractive and capable. She received choices from 17 different pupils but there was no mutual choice made. Both (G)1 and (G)2 reflect excellent home environment.

(B)22 does well in academic subjects, possesses a stable temperament and displays a charming smile most of the time. He was chosen by 10 different children, made 2 mutual choices and received 1 underscored choice. (B) 23, a surprise to his teacher who listed him among the least popular in the grade, received choices from 9 different children and made 2 mutual choices.

TABLE VII

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 31 PUPILS IN GRADE I

Pupils		Chose	Chosen By	Mutual Choices
(G)*1.	S.	3,5,11	2,5,10,13,8,20,21,25,28	
	W.	8,11,22	2,4,17,18,25	5
	P.	11,5,22	7,9,15,16,17,19,21	
(G) 2.	S.	1,8,11	3,4,5,12,21,28,31	
	W.	1,8,11	5,9,13,14,15,16,17,22,25	
	P.	4,9,14	6,8,21,25	0
(G) 3.	S.	2,14,16	8,15,24,25,28,1	
	W.	4,25,27	6,11,12,15,16,21	
	P.	6,15,26	7,9,15	15
(G) 4.	S.	2,6,7	10,21	
	W.	1,5,14	3,6,5,12,13,17,20,28,16	5
	P.	12,15,16	2,8,20,28	
(G) 5.	S.	1,6,9	1,13,8,18,16	1
	W.	2,4,13	4,8,11	4
	P.	8,10,12	1,7,11,12,17,31	12
(G) 6.	S.	9,12,17	4,5,9,12,19,30	12,9
	W.	3,4,12	10,29,30	
	P.	2,15,17	3,13,14,30	
(G) 7.	S.	11,14,15	4,14,15,19	15
	W.	8,11,17	9,12,15	
	P.	1,3,5	10,15,20,25,31	
(G) 8.	S.	1,3,5	2,11,16	
	W.	5,9,16	1,2,7,11	
	P.	2,4,13	5,11,13,18,29	13
(G) 9.	S.	6,13,16	5,6,13,16,17,30	6,13,16
	W.	2,7,27	8,30	
	P.	1,3,15	2,19,30	
(G)10.	S.	1,4,12	14,18,20,24	
	W.	6,19,24	19,28	19
	P.	7,18,25	5,13,16,20,22	

*G--Girl _indicates preference in three areas

TABLE VII (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 31 PUPILS IN GRADE I

Pupils		Chose	Chosen By	Mutual Choices
	S.	8,16,22	1,2,7	
(G)11.	W.	3,5,8	1,2,7,21	
	P.	5,8,22	1,12,17,18	0
	S.	2,6,17	6,10,17	6,17
(G)12.	W.	3,4,7	6,19,20	
	P.	5,11,22	4,5,26,31	5
	S.	1,5,9	9,17,30	9
(G)13.	W.	2,4,14	5,18,30	
	P.	6,8,10	8,14,30	8
	S.	7,10,15	3,7	7
(G)14.	W.	2,23,25	4,13,28,31	
	P.	6,13,23	2,18	
	S.	2,3,7	7,14	7
(G)15.	W.	2,3,7		
	P.	1,3,7	3,6,4,9,16,22	3
	S.	5,8,9	3,9,11,19	9
(G)16.	W.	2,3,4	8	
	P.	1,10,15	4	
	S.	9,12,13	6,12	12
(G)17.	W.	1,2,4	7,19	
	P.	1,5,11	6,21	
	S.	5,10,29	20,31	
(G)18.	W.	1,13,20		
	P.	8,11,14	10	0
	S.	6,7,16		
(G)19.	W.	10,12,17	10,20	10
	P.	1,9,20		
	S.	1,10,18		
(G)20.	W.	4,12,19	18	
	P.	4,7,10	19	0

TABLE VII (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 31 PUPILS IN GRADE I

Pupils		Choice	Chosen By	Mutual Choices
(G)21.	S.	1,2,4		
	W.	14-II,3,11		
	P.	1,2,17		0
(B)*22.	S.	24,28,31	11,23,25,26,31	31
	W.	2,23,26	1,23,27	23
	P.	10,15,30	1,11,12,23,24,27,29	
(B)23.	S.	22,24,25	27	
	W.	22,26,27	14,22,24,26,29,31	22,26
	P.	22,24,26	14,25,27,28	
(B)24.	S.	1,3,10	22,23,27,29	
	W.	23,25,26	10,26,27	26
	P.	22,27,30	23,27,28	27
(B)25.	S.	3,22,26	23,26,29	26
	W.	1,2,29	3,14,24	
	P.	2,7,23	10	
(B)26.	S.	22,25,27	25	25
	W.	23,24,28	22,24,23	23,24
	P.	4,12,29	3,23,28	
(B)27.	S.	23,24,28	26,29	
	W.	22,24,28	9,3,23	
	P.	22,23,24	24	24
(B)28.	S.	1,2,3	22,27	
	W.	4,10,14	26,27,29,31	
	P.	23,24,26		0
(B)29.	S.	24,25,27	18	
	W.	6,23,28	25	
	P.	22,8	26	0

*B--Boy

_indicates preference in three areas

TABLE VII (continued)

CHOICE OF ASSOCIATES IN SEATING, WORK, AND PLAY OF 31 PUPILS IN GRADE I

Pupils		Chose	Chosen By	Mutual Choices
(B)30.	S.	6,9,13		
	W.	6,9,13		
	P.	6,9,13	22,24	0
(B)31.	S.	2,18,22	22	22
	W.	14,23,28		
	P.	5,7,12		

TABLE VIII

As recorded in this table, a total of 12 isolates and 15 near-isolates was found in the seven grades of Pierce School at the time the sociometric test was administered.

Grade III leads in the number and percent of isolates while Grade VI surpasses every other grade in the number and percent of near-isolates.

Grade VI, with 25% of its members isolates or near-isolates, and Grade III, with 21% of its members in the isolate and near-isolate category, are approached only by Grade IV which includes a percent of 16 of its members in the isolate and near-isolate group.

The Adjustment Class presents the best record with no isolates and but 1 near-isolate. Grade I and the Adjustment Class have 6% of their pupils in the isolate or near-isolate groups.

Grades II and V each total 10% of the class as isolates or near-isolates.

TABLE VIII

ISOLATION OF PUPILS BY GRADES AS DETERMINED BY THE NUMBER OF CHILDREN FROM WHOM CHOICES WERE RECEIVED

Grade	Isolates* Pupils	Percent of class	Near-isolates* Pupils	Percent of class
VI	15,16	7	11,12,14,26,28	18
V	15	3	13,14	7
IV	16,17	5	15,35,36,37	11
III	11,12,27,28	14	25,26	7
Adj.	0	0	16	6
II	14,21	10	0	0
1	21	3	31	3
Total	12		15	

*Chosen by no pupil

*Chosen by one pupil

TABLE IX

Membership by grades in the Pierce Elementary School, at the time the sociometric test was given, is shown in the first column of this table. The next two columns indicate the number of boys and the number of girls in each grade who chose, for associates, pupils of the opposite sex.

Grade III, third lowest in membership, exceeds all other grades in the number of pupils choosing members of the opposite sex as associates. The number of boys, 14, in this grade who chose girls is far greater than the number in any other g rade who made similar choices.

Columns four and five list the number of times members of the opposite sex were chosen by boys and girls in each grade. The division of choices among the three criteria of seating, work and play is also shown in these columns. The choices are totaled in the sixth column. Again, Grade III far exceeds the other grades with a total of 67 choices of the opposite sex.

A definite decrease in the number and percent of choices of the opposite sex above the primary grades is revealed in columns six and seven.

More boys than girls in the school chose associates from the opposite sex. Boys also g ave a far greater number of choices to girls than girls gave to boys. A total of 54 boys gave 167 choices to girls, while 40 girls gave 93 choices to boys. It is interesting to note that only in Grades I and III were many such choices in the play area.

TABLE IX

CHOICES BETWEEN THE SEXES BY GRADES, IN SEATING, WORK, AND PLAY

Grade & Number of Pupils	Number of Different Boys chose Girls	Number of Different Girls chose Boys		Number Times Boys chose Girls	Number Times Girls chose Boys	Total Choices Between Boys and Girls	Percent of all choices made
VI 28	4	3	S.	2	1	3	
			W.	6	3	9	
			P.	1	2	3	5.95
V 29	6	3	S.	3	2	5	
			W.	4	4	8	
			P.	3	3	6	7.27
IV 37	9	9	S.	7	8	15	
			W.	9	7	16	
			P.	4	3	7	11.41
III 28	14	5	S.	15	4	19	
			W.	21	9	30	
			P.	14	4	18	22.62
Adj 16	7	4	S.	6	8	14	
			W.	6	7	13	
			P.	2	0	2	20.14
II 21	6	8	S.	14	4	18	
			W.	11	5	16	
			P.	4	4	8	22.22
I 31	8	8	S.	11	2	13	
			W.	11	7	18	
			P.	13	6	19	17.92
Totals:	54	40		167	93	260	

TABLE X

Before the sociometric test was given in each grade, the teacher listed the five pupils who, in her judgment, would receive the largest number of choices and the five pupils who would receive the fewest number of choices from their peers.

Table X compares the teacher's selections in each grade with the children's selections of the most and the least popular pupils.

The teacher of Grade III came nearest to a perfect score, missing only one in the least popular group as chosen by the children. It is evidenced by this table that teachers can be at wide variance with their pupils in choosing the leaders of classes. Teachers of Grades I, V, and VI each selected only two children chosen most often by their classmates.

Likewise, teachers can be unsuspecting of children in the class whose lack of friends warrants attention. Again, in Grades I, V, and VI teachers named only two of the pupils who were given the least number of choices by the least number of their peers.

TABLE X

TEACHER SELECTIONS AND PUPIL SELECTIONS OF MEMBERS OF GRADES ON POPULARITY BASIS

	Most Chosen			Least Chosen		
Grade	Children's Judgment	Teacher's Judgment	Percent of identical judgment	Children's Judgment	Teacher's Judgment	Percent of identical judgment
VI	1,2,17,3, 18	1,17,6,7, 19	40	16,15,28, 14,12	28,15,13, 20,11	40
V	1,2,3,18, 16	1,2,12,20, 27	40	15,14,13, 29,28	9,15,10,29, 23	40
IV	1,2,20,19, 18	2,1,21,19, 18	80	16,17,36, 37,15	32,17,14, 37,15	60
III	1,2,14,13, 3	1,2,3,14, 13	100	28,27,12, 11,26	24,12,26, 27,11	80
Adj.	5,6,9,7,1	2,5,6,7,1	80	16,15,4,13, 12	16,13,15, 11,4	80
II	1,2,4,3,15	15,3,18,2, 16	60	21,14,13, 12,11	20,12,17, 11,13	60
I	1,2,4,3,5	11,2,22,3, 13	40	21,31,30, 20,19	29,20,26, 19,23	40
		Average	62.8		Average	57.1

SOCIOMETRIC QUESTIONNAIRE USED IN ANALYZING THE SOCIAL STRUCTURE OF THE SEVEN CLASSES OF PIERCE SCHOOL

Number----------Address----------

Name----------Grade----------

It will help us to have a better school if you will do what these directions tell you to do. Remember this is not a test. It is fun. The other boys and girls will not know whose names you write down. You may use a name more than once if you want to.

1. This is your chance to choose the boys or girls you would like best to sit near you. Perhaps everyone can have the seat he would like best. Think about everyone in the class and choose no more than three children to sit near you--first best, second best, third best. Write their names here:

1.

2.

3.

2. Which boys or girls would you like best to work with in school? 1.

2.

3.

3. With what boys or girls would you like best to play games? You may choose children in other rooms as well as this room if you want to: 1.

2.

3.

CHAPTER V

RESULTS AND CONCLUSIONS

The sociometric test disclosed a total of 27 isolates in the Pierce Elementary School at the time the test was given. This total includes 12 absolute isolates and 15 near-isolates. Grades 6, 3, and 4 claim the largest numbers of these pupils, Grade III leading with 4 absolute isolates and Grade VI having 5 near-isolates. Isolates and near-isolates make up 21% of Grade III and 25% of Grade VI.

Grade III presents a real challenge to the teacher to make provision for the large number of isolates in the group, in view of the fact that two girl leaders appear as veritable stars to the social detriment of many members of the class.

Each teacher in the school has one or more problems of social acceptability in her class. No teacher scored 100% in choosing the most popular and the least popular pupils in the class as judged by the children.

The situation concerning isolates in the Adjustment Class is noteworthy. No absolute isolates are found in this group. There is but one near-isolate, a personality problem resulting from over-protective and indulgent parents. After conferences between the parents of the child and the psychiatrist serving the local schools, the child has been placed in another school for the remainder of the year. It would appear that the group-

ing of pupils of about the same mental ability and scholastic achievement, with the common problem of a reading difficulty, as has been done in this Adjustment Class, might be a significant factor in reducing the number of problems of social status.

Visible evidence of the strengthening of bonds of friendship between children as they progress through the grades was shown by the sociometric test. The number of mutual pairs increased from 19 pairs in Grade I, with a membership of 31, to 33 pairs in Grade VI with a membership of 28. Triangles did not appear below the level of third grade but gradually the number increased from 1 or 2 at this level to 10 triangles in Grade VI. A real opportunity for group work in the classroom begins to present itself, then, at the fourth grade level. An awareness of these tight little coteries in a class on the part of the teacher can result in purposeful functionalizing of the groups and the elimination of less wholesome activities of the "clique" nature.

Perhaps the most marked indication of the growth of attachment between children as they go from grade to grade was given in the number of underscored choices, that is, choices received by one child from another in the three areas of seating, work, and play which were used as criteria in the sociometric test. There was a sharp increase from 9 of these in Grade I to 32 such choices in Grade VI.

A negligible number of choices between the sexes was made in Grade VI where homogeneity in sex grouping is quite pronounced. Since sex cleavage tends to disappear as the age level

drops to the primary group,the number of such choices increased with the descending grades. A total of 54 boys and 40 girls made choices of the opposite sex in the school. The 54 boys totaled 167 choices; the 40 girls, 93 choices. Of these 260 choices, 110 were based upon the work criterion, 87 on the seating criterion, and 63 on the play criterion. This would seem to indicate wisdom on the part of certain pupils in choosing the better students with whom to work and, possibly, to sit near. Many of the 63 choices between the sexes in the play area were made by children living near each other.

The personality test submitted to Grade VI confirmed the findings of the sociometric test which classified the capable, confident, skillful, healthy pupils as the most popular in their groups.

No emotional disturbance of any kind resulted from the administering of the sociometric test. Indeed, not even mild curiosity concerning the outcome of the test was exhibited by the children.

CONCLUSIONS

1. Teachers are not always aware of the existence of problems of social acceptability in their classes.

2. All grades, at the elementary level as well as higher grades, have one or more of these problems at one time or another.

3. The sociometric test is a practical, easily-administered, non-standardized instrument for discovering the social status of the individual members of an elementary grade at a given time.

4. The sociometric test, by indicating the children most and least popular with their peers, can aid the teacher in organizing a class to the best advantage of every member of the class.

5. The use of a personality test in conjunction with the sociometric test is helpful but not necessary. It might best be given to the children found, by means of the sociometric test, to be isolates in the group, in order to discover a personality maladjustment which might be the cause of a low social status score.

6. Isolates in the Pierce Elementary School are the result of: (a) Over-age, chronologically, for the grade level.

(b) Lack of skill in a sport, games, or some cultural accomplishment.

(c) Being more or less new to the class.

(d) Personality traits such as: emotional unbalance, shyness, lack of self-confidence, over-aggressiveness, bragging, inability to accept blame and defeat.

(e) Personal unattractiveness.

(f) Poor scholastic achievement.

(g) Poor health.

7. Teachers have a responsibility to do something about the problems of social acceptability in their classes. They can: (a) Attempt to have the child placed in a group composed largely of children of his own age and physical maturity.

(b) Arrange committees in the class, by discreet guidance, to include the isolate with one or more of his choices of associates as revealed by the sociometric test.

(c) Seek opportunity to let the pupil succeed in some activity and to be responsible for a share in managing the school.

(d) Seat the child near one or more of his chosen associates.

(e) Help the child to acquire skill in games and social graces.

(f) Use the leaders indicated by the sociometric test to work the isolate into a group.

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